

BOOK REVIEWS

nition of coronary artery disease, which are not generally known. Epidemiology is dealt with by M. F. Oliver. Pathological features of angina are presented by W. C. Roberts. The chapter on clinical diagnosis (M. B. Matthews) is very well written, with considerable detail given to the presentation of varieties of chest pain, the influence of various factors upon pain and the differentiation of anginal pain from other forms of pain. The chapter on physical examination, written by J. K. Perloff, is presented with the usual clarity. E. Varnauskas reviews exercise testing comprehensively and well. The following chapters include discussions of myocardial perfusion (Resnikov), hemodynamics (Friesinger) and angiocardiology (Griffith and Aschuff). Treatment is covered by Lorimer (medical therapy) and by Balcon, Caves and Stinson (surgical therapy).

In a subject as widely covered by books, monographs and review articles as is angina pectoris it is difficult to find anything presenting new approaches or information. This book presents a collection of well-written articles by well-chosen essayists. The approach is clinical with emphasis on practical aspects of coronary disease and with avoidance of controversial aspects. The volume is attractively printed and well illustrated. The bibliography is adequate without being encyclopedic. It is altogether a useful book for practicing physicians, more a practical guideline than a reference volume.

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PIAGETIAN THEORY AND ITS IMPLICATIONS FOR THE HELPING PROFESSIONS: Emphasis—The Handicapped Child—Proceedings Sixth Interdisciplinary Conference: Co-sponsored by University Affiliated Program, Childrens Hospital of Los Angeles and the University of Southern California School of Education. USC Special Order Department & Bookstore, University of Southern California University Park, Los Angeles (90007), 1977. 462 pages, \$10.00 (Paperback).

Piagetian concepts and strategies are enjoying widespread adaptation as tools for cognitive development and enhancement and, therefore, this volume is a timely contribution.

The first portion of this volume deals specifically with handicapped children. Reports of the effects of piagetian strategies with groups such as mentally retarded persons and visually handicapped learners (Swallow) and emotionally disturbed children (Lubin) are included along with the results of piagetian-based cognitive assessment with young exceptional children (Poulsen) and young disturbed children (Delany, Fitzpatrick).

The remainder of the proceedings, though eluding categorical definition, cover a wide assortment of piagetian related topics. For example, the four stages of cognitive development as given by Piaget—sensory motor, preoperational, concrete and formal operations—are examined.

Notwithstanding, it should be pointed out that not all contributors uniformly endorse the use of piagetian-constructs as models for curriculum development. Interestingly, Gaudia notes that "less than one tenth of 1 percent of Piaget's enormous literary outpourings even deal with the topic of education." Piaget's predominant involvement has traditionally resided in the philosophic realm of genetic epistemology. Murray cautions that "the only possible education recommendation from a theory such as Piaget's is that schools should simulate 'natural' human development" and "should not ignore the theoretical ambiguities."

Therefore, the topics of some sixty papers amassed here extend from investigative research with diverse pop-

ulations of children, to projects comparing the cognitive development of normal and exceptional groups of pupils using piagetian-based criterion measures. Such a heroic collection supplies as stunning a store of information on the subject as is probably available under one cover. However, the sheer quantity of material is (paradoxically) at once its major flaw. The articles appear as a random compilation rather than a systematic arrangement based on predetermined categories.

Finally, the book concludes with a comprehensive list of references and citations gathered from all the papers. Such an impressive listing provides the reader with an extraordinary and rich supply of resource material.

Some thoughtful editing would not only have eliminated the few weaknesses, but would have added to the clarity and thrust of the entire collection. The articles represent a broad cross section of educational and psychoeducational disciplines and furnish a multifaceted prospective of piagetian theory and implications.

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ARGON LASER PHOTOCOAGULATION—H. Christian Zweng, MD, Palo Alto Retinal Medical Group, Inc.; Clinical Professor of Surgery (Ophthalmology), Stanford University School of Medicine; Hunter L. Little, MD, Palo Alto Retinal Medical Group, Inc.; Associate Clinical Professor of Surgery (Ophthalmology), Stanford University School of Medicine; in collaboration with Arthur Vassiliadis, PhD, Staff Scientist, Palo Alto Retinal Research Foundation, Menlo Park, California. The C. V. Mosby Company, Publishers, 3301 Washington Blvd., St. Louis (63103), 1977. 319 pages, \$42.50.

This 319-page book describes the indications, contraindications, and complications of argon laser photocoagulation.

The text is well-written and is accompanied by illustrations which are good to excellent. A conversational and clinically oriented tone is maintained throughout the extensive review of the authors' experience during 11 years of argon laser work.

The book begins with a definition of light and lasers, proceeds to photocoagulation effects upon retinal histology in health and disease, and then describes in detail suggested routines for treatment of the various types of retinal degenerative, inflammatory, and vasculoproliferative pathology.

The history of laser retinal photocoagulation has been one of controversy. The idea of producing destructive lesions as a form of beneficial therapy seemed at first to be contradictory. Particularly for degenerative diseases which tend to progress irrespective of treatment, decisions to treat rather than to observe demand that a degree of retardation or stabilization of disease rather than improvement must be accepted as successful therapy. Authors Zweng, Little and Vassiliadis are innovators, and introduced argon slit lamp photocoagulation to the ophthalmologic community in 1966. They have been active proponents of argon laser therapy. Their clinical experience has been extensive and they have documented their results well. Importantly, the authors emphasize that proper utilization of argon laser photocoagulation is not without hazard and that complications must be avoided by more clearly defined indications and contraindications to treatment.

This book is intended for clinicians and is very useful. It presents a balanced viewpoint on a number of controversial subjects. It is regrettable that the senior author (Zweng) died last year, for he contributed greatly to the implementation of argon laser therapy in clinical ophthalmology.

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